

*Air Force  
Culture, Region & Language  
Flight Plan*



**U.S. AIR FORCE**

**MAY 2009**

## **FOREWORD**

*“Developing broader linguistic capability and cultural understanding is...critical to prevail in the long war and meet 21<sup>st</sup> Century challenges. The Department must dramatically increase the number of personnel proficient in key languages...and make these languages available at all levels of action and decision—from the strategic to the tactical.”*

2006 Quadrennial Defense Review, p. 78

Due to the nature of immediate and likely future challenges, our Joint forces require Airmen capable of influencing the outcomes of US, allied, and coalition operations anywhere in the world. While we, the Air Force, have made considerable initial progress toward building the necessary cross-cultural skills, we recognize the existing processes for obtaining this force-enhancing capability (appropriate culture, region, language and negotiation skills) are not currently mature or robust enough to optimally meet immediate expectations or near-future requirements. Therefore, it is imperative that we tailor our cultural, regional, and language competency development to maximize our efforts and meet Air Force and Joint requirements informed by National guidance. To this end, the Air Force Culture, Region, and Language (CRL) Flight Plan represents our framework for implementing relevant National Security and National Defense strategies via Air Force programs.

The dynamic global environment has made Cross-Cultural Competence a critical and necessary capability for the Total Force. The Air Force CRL Flight Plan supports the following Air Force Strategic Plan Priorities: (1) Support Today’s Joint and Coalition Fight; (2) Develop our Airmen; and (3) Modernize our Training. The desired end-state is the deliberate development of Airmen with Joint warfighting skills; each with the right knowledge, skills, and attitudes to positively influence operations and build coalitions and partnerships. The Air Force will continue to transform to meet the challenges of the 21st Century and this strategy will be the guide in the realm of cross-cultural force development.

Our task is to organize, train, and equip Airmen prepared to rapidly deploy and effectively engage anywhere in the world. This CRL Flight Plan provides authoritative guidance for the development of plans and programs to build cross-cultural capability in support of national security objectives; and will effectively ensure Airmen maintain persistent focus on our primary objective – to *fly, fight, and win* in support of the Joint mission and the defense of the Nation.

  
NORTON A. SCHWARTZ  
General, USAF  
Chief of Staff

## **EXECUTIVE SUMMARY**

The Air Force Culture, Region and Language (CRL) Flight Plan provides a framework to implement National Security and National Defense ends with Air Force programs. The CRL Flight Plan envisions cross cultural competency (3C) for all Airmen and robust language skills and regional expertise for targeted Airmen. The end-state sought will: (1) provide Combatant Commanders with Airmen who possess the language and cultural skills and the regional knowledge and experience to enhance joint and coalition warfighting capabilities and (2) provide coalition and partner nations with the English language skills needed to maximize our ability to operate together.

This CRL Flight Plan supports the 2008 National Defense Strategy's emphasis on: (1) strengthening and expanding alliances and partnerships and (2) integrating and unifying our efforts to promote a "new jointness." The CRL Flight Plan is also consistent with the following Air Force Strategic Plan Priorities: (1) Support Today's Joint and Coalition Fight; (2) Develop our Airmen; and (3) Modernize our Training. The CRL Flight Plan's focus is on defining these requirements, conducting gap analyses, and then, synchronizing Air Force-wide efforts to maximize the use of Air Force resources to meet these requirements. The CRL Flight Plan also contemplates a continual focus on lessons learned and emerging missions so that Air Force requirements are continually assessed and updated.

The CRL Flight Plan will produce Airmen who are better able to negotiate, communicate and relate to members of our joint and interagency teams as well as coalition partners and potential adversaries. These skills will produce "coalition-minded" warriors who are better able to influence outcomes across the full spectrum of conflict. It works toward a transformation of Air Force leadership – producing leaders who know that prevailing in future conflicts depends not only on the Air Force's traditional advantages in technology and organization but also an understanding and responding to the human elements of conflict that are expressed in languages and cultures – both for partners and for adversaries. The CRL Flight Plan also focuses on the Air Force's role as Executive Agent for the Defense Language Institute's English Language Center. In this capacity, the Air Force plays a key role in providing English language training to all coalition and partner nations working with the Department of Defense (DoD) – a key to strengthening and expanding alliances and partnerships.

In viewing the dynamic global environment, the 2008 National Defense Strategy and the Air Force Strategy make it clear that we face a spectrum of challenges, including violent extremist networks, hostile states armed with weapons of mass destruction, rising regional powers, emerging space and cyber threats, natural and pandemic disasters, and a growing competition for resources. We must organize, train, and equip our forces to respond to these challenges while anticipating and preparing for those of tomorrow. We must therefore balance strategic risk across the spectrum of conflict, making the best use of the capabilities within the US government and among our international partners. Whenever possible, we will seek to prepare to reduce uncertainty. This means we will continually review our understanding of trends, their interaction, and the range of risks we may be called upon to respond to or manage. In short, tackling these strategic challenges requires an assessment of the tools available to construct a durable, flexible, and dynamic Air Force capable of responding to our Nation's needs. This is precisely the framework the CRL Flight Plan creates.

## 1.0 STRATEGY OVERVIEW.

The Air Force's CRL Flight Plan acknowledges the importance of culture, region and language education and training and provides overarching guidance for the development, alignment, management and transformation of CRL capability and capacity. This Flight Plan is linked to higher-level national, defense and military strategies, and tailors the goals and objectives of the *Defense Language Transformation Roadmap* and *Quadrennial Defense Review Execution Roadmap for Irregular Warfare* to the Air Force mission. It is aligned with the 2008 *Air Force Strategic Plan*, *Air Force Annual Programming and Planning Guidance* and *Air Force Posture Statement*. Figure 1 illustrates these relationships. As a supporting tier within the family of Air Force strategies, the Air Force CRL Flight Plan makes the following assumptions:

- Operations with Coalition partners will increase
- Culture, Region and Language demand signals will evolve with Air Force's Expeditionary Operations Strategy
- Culture, Region and Language capacity need to be forecasted and developed across specialties with sufficient time to lead turn future operations
- Culture, Region and Language capabilities are highly perishable and must be sustained to be effective
- Culture, Region and Language capability development and sustainment demands time, training and fiscal investment
- A more diverse total force population can enhance CRL capabilities



Figure 1-1: Air Force Culture, Region and Language Strategy Governing Directives

## **2.0 GLOBAL CULTURE, REGION, AND LANGUAGE STRATEGY.**

The Air Force CRL Flight Plan is grounded in National and defense strategy and embodied in our institutional competencies. This Flight Plan is a force enabler intrinsic to expeditionary operations, building partnerships and long-term overseas basing.

### **2.1. STRATEGIC IMPERATIVE.**

Today's confluence of global trends already foreshadows significant challenges to our organization, systems, concepts, and doctrine. The future strategic environment is being shaped by the interaction of globalization, economic disparities, and competition for resources; diffusion of technology and information networks, whose very nature allows unprecedented ability to harm and, potentially, paralyze advanced nations; and systemic upheavals, impacting state and non-state actors and, thereby, international institutions and the world order.

This expanding and dynamic operational environment requires the Air Force to operate in and across the gamut of cultural, regional and linguistic contexts. Most Airmen have had limited exposure with many of these cultures, regions and languages and, therefore, will require targeted development of increased cross-cultural competence to appropriately, effectively and decisively achieve desired effect. Cross-cultural competence is rooted in the Air Force's Institutional Competencies (AFPD 36-26) and is integral to General Purpose Force, Air Force Special Operations Force and Senior Leadership development. The Air Force of the 21st Century will require Airmen-Statesmen able to influence the outcomes of US, allied and coalition operations and able to build partnerships to maximize the Air Force's mission capabilities.

### **2.2. NATIONAL DEFENSE STRATEGY.**

The DoD has five key objectives listed in the 2008 Strategy, all of which, necessitate varying levels of cross-cultural competence. The five objectives are:

- Defend the Homeland
- Win the Long War
- Promote Security
- Deter Conflict
- Win our Nation's Wars

The Department has, in-part, embodied this strategy through the issuance of, the new Irregular warfare DoD directive 3000.07 along with the draft DoDIs on Security Force Assistance and Stability Operations (3000.05), which highlight the need for CRL capability. Additionally, the Department had previously issued transformation roadmaps, which centered on the need for CRL modernization. They are the *Defense Language Transformation Roadmap* (DLTR) and the Quadrennial Defense Review (QDR) *Execution Roadmap for Irregular Warfare* (IW Roadmap). These roadmaps seek to create within DoD a foundational and surge CRL capability as well as improve Air Force Irregular Warfare capabilities to ensure Airmen are prepared for current and future missions. Experience in *Operations ENDURING FREEDOM* and *IRAQI FREEDOM* has shown that CRL capabilities are essential for successful operations across domains. To achieve these goals across DoD, the DLTR assigned 43 tasks as well as 5 focus areas under the IW Roadmap to the Military Departments, DoD Agencies and the Joint Chiefs of Staff.

## 2.3. VISION: Enhance the Air Force's capability to influence the outcomes of US, allied and coalition operations and maximize operational capabilities by building global partnerships

Applying the CRL Flight Plan to existing Air Force planning processes will achieve this vision and subsequent end-state. It will enable the Air Force's engagement strategy by fostering collaborative relationships with enduring and emerging regional partners. The capability will be delivered by a competency-based workforce comprised of International Affairs Specialists (IAS), International Health Specialist (IHS), cryptologic language analysts, and Airmen and civilians with cross-cultural competence. Executing the CRL Flight Plan will support our core functions, enabling the Air Force mission to *fly, fight* and *win* in air, space and cyberspace.

## 2.4. END STATE: Airmen with Key Joint and Coalition Warfighting Capabilities

1) **Develop and Sustain Airmen with Sufficient CRL Competence (figure 2.1):** Airmen with appropriate levels of cross-cultural knowledge (CRL), skills and attitudes who are able to meet Air Force mission needs and able to surge for emergent requirements, to include:

**All Airmen:** A total force infused with cross-cultural competence (3C)

**Foreign Language Professional:** Career language professionals (officer and enlisted) with demonstrated, sustained language skills, intrinsic to the Air Force specialty and mission set.

**Foreign Language Enabled:** Total force Airmen with appropriate and timely language ability development to meet tactical mission requirements.

**Developing Leaders:** Deliberately develop cross-culturally competent Airmen leaders

2) **Alignment of Total Force CRL Capabilities with Requirements:** CRL capabilities and Air Force institutional competencies in the total force aligned with operational requirements to support Joint and Air Force missions.

3) **Sustainment of Total Force CRL Capabilities:** Agile, responsive and cost-effective plans and policies that sustain Air Force CRL capabilities.

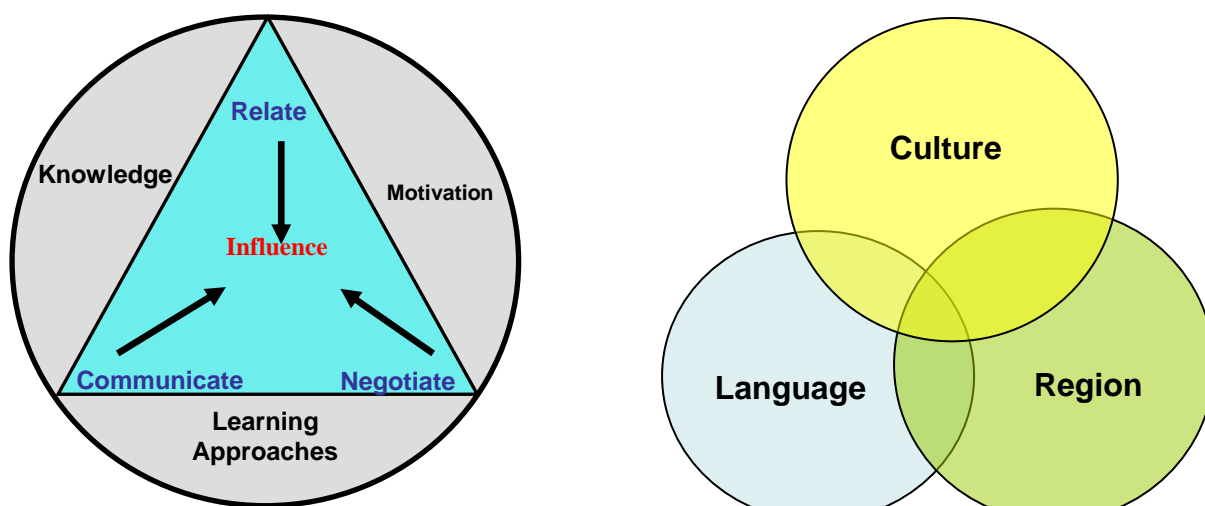


Figure 2-1: Cross-Cultural Competency Model

### 3.0 FRAMEWORK & METHODOLOGY.

The 2007 CSAF Global Cultural, Region and Linguistic Framework identified the need to do the following: (a) quantify and translate current and future operational demands; (b) recruit, train, educate, equip, retain, and promote Airmen to supply and maintain these competencies; and (c) align Air Force organizations, processes, and resources to produce and sustain an optimal supply of Airmen with CRL specific competencies. This strategy embodies those findings and draws from Air Force Force Development Policy to detail the Air Force's methodology for enabling Airmen able to influence the outcomes of US, allied and coalition operations and to maximize operational capabilities by building partnerships.

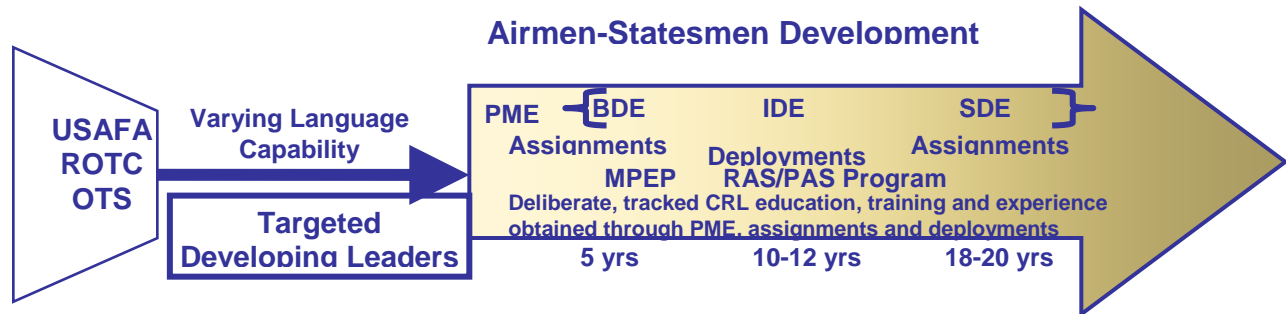
#### 3.1. GOALS & TASKS.

**GOAL #1: Determine Culture, Region and Language (CRL) requirements to produce the workforce capabilities needed to accomplish the Air Force mission.**

##### **TASKS:**

- 1-1.** Synchronize Air Force CRL efforts and align capabilities with current and future requirements (CSAF Global Cultural, Regional and Linguistic Framework). **OPR: AETC, A1; OCR: USAFA**
- 1-2.** Reflect the role of CRL in Air Force doctrine, policies, and planning guidance (*DLTR* Task 1.D). **OPR: A1; OCR: AFCLC, A5, AETC (AU)**
  - A.** Definitions (See appendix A)
  - B.** Methodologies
    - i) Cross-Cultural Competence (3C):** To deliberately target Airmen, 3C will be synchronized across functional requirements and throughout accessions, Professional Military Education (PME) and expeditionary skills training.
    - ii) Air Force Language Program:** Airmen will be provided targeted language development as foreign language professionals, foreign language-enabled or developing leaders. The following principles will guide the Air Force language program:
      - a) Targeting Airmen with interest and aptitude ("willing & able") for advanced language learning will provide the highest sustainable proficiencies
      - b) Encouraging and enabling the "willing & able" (enlisted and officer), across Air Force specialties, with opportunities to maintain and practice those skills is the most cost effective strategy for building higher-level skills
      - c) Capability shortfalls based on the Air Force Strategic Language List will receive resource priority
      - d) Limited language skills, appropriate for the setting, can be very effective
    - iii) Developing "Airmen-Statesmen" Leaders:** Deliberately develop Airmen leaders who are cross-culturally competent Airmen-Statesmen (see figure 3-2)

for career progression model). The Air Force has a number of inter-related efforts underway to achieve this objective. These initiatives include:



**Figure 3-2. Airmen-Statesmen CRL Force Development**

- a) Air Force Policy Directive on Force Development 36-26: Lists, for the first time, the leader competencies (AFPD 36-26) that the Air Force values. A number of 3C-related competencies are now part of the Air Force leadership development policy and these competencies will be “hard wired” into Air Force leadership development and assessment programs.
- b) Professional Military Education: Highly promotable officers at the basic, intermediate and senior schools versed in CRL issues, key to building partnership capacity.
- c) Military Personnel Exchange Program: Highly skilled Airmen with demonstrated potential for promotion and host-nation language proficiency are immersed in allied and partner militaries.
- d) Regional Affairs Specialist (RAS)/Political Affairs Specialists (PAS) Program: In-residence developmental education (DE) quotas are tied to the PAS Programs. Among other things, in-residence DE is considered by Promotion Boards (PB) and Developmental Teams (DT) when making promotion recommendations and assignment vector recommendations. The Air Force believes the RAS/PAS Programs will, in the long run, significantly increase the number of “Airmen-statesmen” occupying key leadership positions.

### C. Force presentation

- i) Update planning guidance to reflect development of forces with CRL capability (e.g., Contingency Response Groups, 6 SOS, REDHORSE, 820TH SFG, etc.)
- ii) Update planning guidance to tie assignments to UTCs which require CRL.

### D. Readiness reporting

- i) Update and synchronize readiness reporting systems and standards: Defense Readiness Reporting System (DRRS), Status of Readiness and Training System (SORTS) & Air Expeditionary Force Readiness Tool (ART)



- ii) Implement a language readiness index to measure capabilities relative to Air Force roles and missions as a methodology to identify gaps in readiness and facilitate corrective action. (DLTR Task 1.H; IW Roadmap Task 2.6.6)

**GOAL 2: Ensure strategies and guidance reflect, and necessary resources are secured for the following: (1) continuously assess the ability of CRL programs to meet Joint, Combatant Command and Coalition requirements; (2) close significant workforce capability gaps by deliberately developing Airmen with required CRL competencies.**

**TASKS:**

- 2-1.** Continuously screen and document total force language capability and aptitude to meet requirements. (DLTR Task 1.J); **OPR: A1; OCR: AETC, USAFA**
  - A.** Recruit (total force) from heritage communities in the US and US expatriate communities to enhance Air Force CRL capability. (DLTR Task 1.K); **OPR: A1, AETC**
  - B.** Ensure procedures and resources to provide for the availability of language testing, to include aptitude testing, across the Air Force. (DLTR Task 1.O); **OPR: AFPC**
- 2-2.** Incorporate CRL learning in accessions, professional military education and expeditionary skills training. (DLTR Task 1.P & 2.I; IW Task 2.1.2., 2.6.1) **OPR: AETC (AU & AFRS), USAFA; OCR: A1**
  - A. Accessions:** CRL programs within the United States Air Force Academy (USAFA) and Air Force Reserve Officer Training Corps (AFROTC) will be integrated and synchronized across academic year, and training and education programs. Basic Military Training will also be infused with 3C content. 3C will be developed in AFROTC and Officer Training School (OTS) in accordance with the Air University (AU) Strategic Plan and Quality Enhancement Plan (QEP).
  - B. Professional Military Education (PME):** CRL will be infused and maintained in officer and enlisted PME from post accessions through senior leader colleges, appropriate to the PME and range in levels from basic through advanced IAW the AU Strategic Plan and QEP.
  - C. Expeditionary Skills Training:** CRL is an Expeditionary Skill (ES) that must be standardized and integrated across the Air Force to provide Combatant Commanders cross-culturally competent warrior Airmen. 3C will be integrated and maintained within the ES 4-tiered model, defined by AETC.
- 2-3.** Refine personnel process to ensure assignment and deployment of qualified Airmen **OPR: A1D & A2D; OCR: AETC (AFCLC), AFPC**
  - A.** Refine personnel database systems (Active, Reserve, Guard and Civilian) and requirements to enable force managers to monitor CRL capabilities, readiness, and program effectiveness. (DLTR Task 3.F)
  - B.** Ensure optimized procedures for identifying and obtaining CRL training and education.

**GOAL 3: Maximize return on investment by implementing synchronized and measured planning, programming, budgeting, legislative, and policy development activities within a corporate structure.**

**TASKS:**

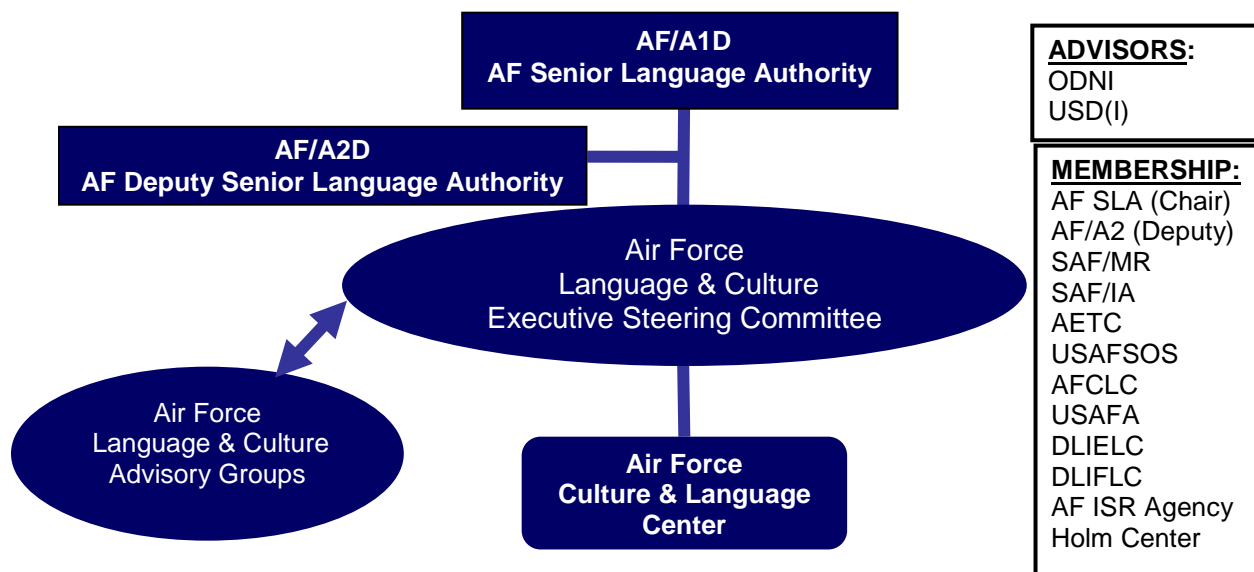
- 3-1.** Fully develop the Air Force Culture and Language Center (AFCLC): AFCLC is responsible for defining, coordinating, and implementing CRL-enabled Airmen foreign language education and training programs to satisfy Air Force requirements under the direction and guidance of the AF SLA. (AFCLC Charter) **OPR: AETC (AFCLC); OCR: A1**
- 3-2.** Incorporate CRL in ES and in-deployment training IAW Expeditionary Skills Training policy guidance. (DLTR Tasks 1.P and 2.I; IW Task 2.1.2, 2.6.1) **OPR: A1D, AETC & AFCLC**
- 3-3.** Institutionalize the Air Force's IAS Program. (DLTR Goal 4 & Task 3A, 3C, 3D) **OPR: SAF/IA; OCR: A1**
- 3-4.** Coordinate the Military Personnel Exchange Program (MPEP) with COCOM regional engagement strategies to better leverage opportunities with emerging partner nations. (DLTR Task 3A, 3B and 3D, IW Task 2.2.5) **OPR: SAF/IA**
- 3-5.** Incorporate best practices into the Air Force CRL program and partner with other DoD services and agencies, as well as with government and private organizations, universities and research institutes. (AFCLC Charter) **OPR: AFCLC; OCR: A1D, A9L, A5, A4/7**
- 3-6.** Exploit study abroad and immersion opportunities to increase CRL education and training consistent with Air Force Security Assistance Strategy. (DLTR Task 1.Q, 3.B, IW Task 2.2.3) **OPR: A1, A2, AETC USAFA**
  - A.** Expand Olmsted Scholar Program (study abroad) participation.
  - B.** Capitalize on 3C skills when selecting officers for foreign PME.
  - C.** Seek out additional foreign PME opportunities and issue appropriate DT guidance for follow-on assignments.
  - D.** Maximize study abroad and immersion opportunities for USAFA and AFROTC cadets.
  - E.** Develop study abroad and immersion force development construct for developing leaders.
- 3-7.** Incentivize Foreign Language skills consistent with DoD policies and Air Force requirements. (DLTR Task 3.B, 3.C and 3E; IW Task 2.2.5) **OPR: A1; OCR : A2**
  - A.** Develop study abroad and immersion opportunities for enlisted and civilian personnel.
  - B.** Evaluate stipends or incentives for AFROTC cadets studying foreign languages.

**GOAL 4: Align CRL requirements with National, Defense and Air Force Strategy, both qualitatively and quantitatively.**

- 4-1.** Ensure Air Force CRL force development is tied to Combatant Commands and Coalition requirements, requests for forces and lessons learned. **OPR: A1; OCR: A9**
  - A.** Shape force capability with a current Air Force Strategic Language List (AFSLL). (DLTR Tasks 1.G and 2.M; IW Task 2.2.5)
  - B.** Ensure Air Force Expeditionary Force tasking structure is optimized to highlight and deploy CRL-enabled Airmen
- 4-2.** Identify, synchronize, exploit and implement emerging language technology as required. (DLTR Task 2.J) **OPR: A2; OCR: AFMC**
- 4-3.** Synchronize with cyberspace initiatives. **OPR: A2, AETC; OCR: A1**
- 4-4.** Strengthen the Air Force's capability to influence the outcomes of US, allied and coalition operations by maximizing operational capabilities through building partnerships. **OPR: SAF/IA, A1; OCR: A5, AETC**
- 4-5.** Ensure the success of the Defense Language Institute English Language Center in meeting National, Defense and Air Force Building Partnership Capacity goals. **OPR: A1; OCR: SAF/IA, AETC**

## 4.0 ROLES AND RESPONSIBILITIES.

The Air Force CRL Flight Plan is an enterprise strategy that requires involvement and synchronization across Headquarters Air Force, MAJCOMs, and agencies. The Air Force's Expeditionary Airman concept depends on ensuring that Airmen are developed according to programmed and validated requirements. AF/A1D is designated as the Air Force's Senior Language Authority (SLA). As such, AF/A1D will team with all Air Force stakeholders to include AF/A2, AF/A3/5, SAF/IA, Air University, and commissioning sources to ensure the Air Force meets global CRL requirements. The Air Force has established an Executive Steering Committee (ESC) as a body of Force Development CRL stakeholders to review and align the CRL Flight Plan (Figure 4.1).



**Figure 4.1: Air Force Culture, Region and Language Structure**

The Air Force Culture and Language Center (AFCLC) leads synchronization efforts at the operational and tactical level as delineated in the AFCLC charter and in coordination with the AF SLA, the ESC policy and overall Air Force strategy. The Air Force ESC will meet semi-annually and as needed. Meetings will include the full membership body. Subject matter experts (SMEs) will be called on to brief the ESC on CRL matters to ensure an informed decision and direction. SMEs will include experts on topics such as building partnerships, language study, culture and region education and training as well as deployed commanders to relate and define requirements and lessons learned.

### 4.1 AIR FORCE REQUIREMENTS.

The Air Force's challenge in this global environment will be to refine and define CRL requirements. All MAJCOMs, agencies and functionals will partner with the Air Force SLA and the ESC to define, articulate and establish requirements in current and future planning and manpower policies.

## **4.2 CAPABILITY ASSESSMENTS.**

Success of the Air Force CRL Strategy will be continually assessed based on the progress and outcomes of each goal and task. Each task's OPR will be responsible to report through their MAJCOM chain to the Air Force SLA on progress and ability to stay on the flight plan. The requirement for CRL capability will only increase over the next century. By continually assessing the environment we are operating in and the Air Force's ability to develop enduring cross-cultural competence, the Air Force will stay on the flight plan to develop Airmen and senior leaders capable of influencing the outcomes of US, allied and coalition operations and of maximizing operational capabilities by building partnerships.

## **5.0 CONCLUSION.**

This CRL Flight Plan provides a methodology for an accurate determination of requirements, a more thorough assessment of gaps in capability, and focused education and training. It will build and maintain the capabilities the Air Force requires.

The Air Force will continue to transform to meet the challenges of the 21st Century and this strategy will be the guide in the realm of cross-cultural force development. The changing global environment has made cross-cultural competence a critical and necessary capability for the total force. The Air Force will continue to conduct shaping initiatives such as security assistance, security cooperation, proactive humanitarian assistance and crisis response---all the while building partnerships and promoting coalitions to meet the security requirements of the 21st Century. Air Force senior leaders will be provided the educational, training and experience opportunities to master the knowledge, skills and attitudes required influence the outcomes of US, allied and coalition operations and to maximize operational capabilities through Building Partnership Capacity. This will impart upon them the ability to understand the strategic objectives of our partners.

The end-state is Airmen with Joint warfighting skills, with the right CRL knowledge, skills and attitudes (general and specific) to positively influence operations and build coalitions.

# APPENDIX 1:

## AIR FORCE CULTURE, REGIONAL AND LANGUAGE STRATEGY TIMETABLE

### Air Force Culture, Region and Language Strategy Schedule:

GOAL / TASK	OPR	OCR	FY09 (2nd Half)	FY10 (1st Half)	FY10 (2nd Half)	FY11 (1st Half)	FY11 (2nd Half)	FY12 (1st Half)
<b>GOAL 1: Determine Culture, Region and Language (CRL) requirements to produce the workforce capabilities needed to accomplish the Air Force mission.</b>								
<b>1-1.</b> Synchronize AF CRL efforts and align capabilities with current and future requirements. (CSAF Global Cultural, Regional and Linguistic Framework)	<b>AFCLC AF/A1D</b>	<b>USAFA AETC</b>		<b>X</b>				
<b>1-2.</b> Reflect the role of CRL in AF doctrine, policies, and planning guidance ( <i>DLTR</i> Task 1.D) <ul style="list-style-type: none"> <li>○ Definitions</li> <li>○ Methodologies</li> <li>○ Force Presentation</li> <li>○ Readiness Reporting</li> </ul>	<b>AF/A1</b>	<b>AFCLC AETC AF/A5 AF/A3</b>			<b>FOC</b>			
<b>GOAL 2: Create strategies and guidance, and secure resources necessary for the following: (1) continuously assess the ability of CRL programs to meet joint, combatant command and coalition requirements; (2) close significant workforce capability gaps by deliberately developing Airmen with required CRL competencies.</b>								
<b>2-1.</b> Continuously screen and document total force language capability and aptitude to meet requirements (Roadmap Task 1.J); <ul style="list-style-type: none"> <li><b>A.</b> Recruit (total force) from heritage and immigrant communities in the US and expatriate communities to enhance AF CRL capability. (DLTR Task 1.K)</li> <li><b>B.</b> Ensure procedures and resources to provide for the availability of language testing, to include aptitude testing, across the AF. (DLTR Task 1.O);</li> </ul>	<b>AF/A1</b>	<b>AETC AFPC USAFA</b>		<b>IOC</b>		<b>FOC</b>		

**APPENDIX 1:**

**AIR FORCE CULTURE, REGIONAL AND LANGUAGE STRATEGY TIMETABLE**

<b>GOAL / TASK</b>	<b>OPR</b>	<b>OCR</b>	<b>FY09 (2nd Half)</b>	<b>FY10 (1st Half)</b>	<b>FY10 (2nd Half)</b>	<b>FY11 (1st Half)</b>	<b>FY11 (2nd Half)</b>	<b>FY12 (1st Half)</b>
2-2. Incorporate CRL learning in accessions, professional military education (PME) and expeditionary skills training. (Roadmap Task 1.P & 2.I)	<b>AFCLC AETC USAFA</b>					<b>FOC</b>		
2-3. Refine personnel process to ensure assignment and deployment of qualified Airmen A. Refine personnel database systems (Active, Reserve, Guard and Civilian) and requirements to enable force managers to monitor culture, region and language capabilities, readiness, and program effectiveness. (DLTR Task 3.F) B. Ensure optimized procedures for identifying and obtaining CRL training and education.	<b>AF/A1 AF/A2</b>	<b>AFCLC AFPC</b>		<b>IOC</b>			<b>FOC</b>	
<b>GOAL #3: Maximize return on investment by implementing synchronized and measured planning, programming, budgeting, legislative, and policy development activities within a corporate structure.</b>								
<b>3-1.</b> Fully develop the AF Culture and Language Center (AFCLC): AFCLC is responsible for defining, coordinating, and implementing cultural, region and foreign language education and training programs to satisfy AF requirements under the direction and guidance of the AF SLA.	<b>AFCLC</b>	<b>AF/A1</b>		<b>IOC</b>				<b>FOC</b>
<b>3-2.</b> Incorporate CRL in expeditionary and in-deployment training IAW Expeditionary Skills Training policy guidance. (DLTR Tasks 1.P and 2.I)	<b>A1D, AETC, AFCLC</b>				<b>IOC</b>		<b>FOC</b>	
<b>3-3.</b> Institutionalize the AF's IAS Program. (DLTR Goal 4 and Task 3A, 3C, 3D)	<b>SAF/IA</b>	<b>AF/A1</b>				<b>FOC</b>		
<b>3-4.</b> Align the Military Personnel Exchange Program (MPEP) with COCOM regional	<b>SAF/IA</b>	<b>AF/A1</b>	<b>Ongoing</b>					



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## AIR FORCE CULTURE, REGIONAL AND LANGUAGE STRATEGY TIMETABLE

GOAL / TASK	OPR	OCR	FY09 (2nd Half)	FY10 (1st Half)	FY10 (2nd Half)	FY11 (1st Half)	FY11 (2nd Half)	FY12 (1st Half)
engagement strategies to better leverage opportunities with emerging partner nations. (DLTR Task 3C, IW Roadmap Task 2.2.5)								
<b>3-5.</b> Incorporate best practices into AF CRL program and partner with other DoD Services and agencies, as well as government and private organizations, universities and research institutes. (AFCLC Charter)	AFCLC	AF/A1 AF/A9L	IOC				FOC	
<b>3-6.</b> Exploit study abroad and immersion opportunities to increase CRL education and training consistent with AF Security Assistance Strategy. (DLTR Task 1.Q, IW Roadmap Task 2.2.3) A. Expand Olmsted Foundation participation B. Capitalize on 3C skills when selecting officers for foreign PME C. Seek out additional foreign PME opportunities and issue appropriate DT guidance for follow-on assignments D. Sustain study abroad and immersion opportunities for USAFA & AFROTC cadets E. Develop study abroad and immersion force development construct for developing leaders	AF/A1 USAFA AETC AF/A2	AFCLC				FOC		
<b>3-7.</b> Incentivize Foreign Language skills consistent with DoD policies and AF requirements. (DLTR Task 3.C and 3E) A. Expand study abroad and immersion opportunities for the enlisted and civilian personnel	AF/A1		FOC					
<b>GOAL #4: Align CRL requirements with National, Defense and Air Force Strategy, both qualitatively and</b>								

# APPENDIX 1:

## AIR FORCE CULTURE, REGIONAL AND LANGUAGE STRATEGY TIMETABLE

GOAL / TASK	OPR	OCR	FY09 (2nd Half)	FY10 (1st Half)	FY10 (2nd Half)	FY11 (1st Half)	FY11 (2nd Half)	FY12 (1st Half)
<b>quantitatively.</b>								
<b>4-1.</b> Ensure AF CRL force development is tied to Combatant Commands and Coalition requirements and request for forces <b>A.</b> Shape force capability with a current AF Strategic Language List (AFSLL). (DLTR Tasks 1.G and 2.M; IW Task 2.2.5) <b>B.</b> Ensure AF Expeditionary Force tasking structure is optimized to highlight and deploy CRL enabled Airmen	AF/A1	AF/A5		IOC		FOC		
<b>4-2.</b> Identify, synchronize, exploit and implement emerging language technology as required. (DLTR Task 2.J)	AF/A2	AFMC			IOC			
<b>4-3.</b> Investigate connections and/or contributions to cyberspace initiatives	AF/A2 AETC	AF/A1		IOC				
<b>4-4.</b> Strengthen the AF's capability to influence the outcomes of US, allied and coalition operations by maximizing operational capabilities through Building Partnerships .	SAF/IA	AF/A1 AF/A5 AETC		IOC			FOC	
<b>4-5.</b> Ensure the success of the Defense Language Institute English Language Center in meeting National, Defense and Air Force BPC goals	AF/A1	SAF/IA AETC		IOC		FOC		

## APPENDIX 2: DEFINITIONS

1. **Cross-cultural competence (3C):** The ability to quickly and accurately comprehend, then appropriately and effectively act, in a culturally complex environment to achieve the desired effect.
2. **Culture:** The creation, maintenance and transformation across generations of semi-shared patterns of meaning, sense-making, affiliation, action and organization by groups.
3. **Culture-general:** An approach that emphasizes common aspects and domains of the culture concept, providing individuals with knowledge (concepts, theories, processes, etc.), skills and attitudes that offer broadly-applicable general principles and serve as a framework for culture-specific learning.
4. **Culture-specific:** An approach that emphasizes specific aspects of particular cultures, affording individuals much of the knowledge and/or skills necessary to interact more competently with individuals of other cultural backgrounds.
5. **Education:** the process of imparting general bodies of knowledge and habits of mind applicable to a broad spectrum of endeavors to intellectually prepare individuals to deal with dynamic environments and solve ill-defined problems by using critical thought and reasoned judgment. Education programs prepare Airmen to successfully anticipate and meet challenges across the range of military operations.
6. **Expeditionary Skills Training-3C:** The culture-specific education and training Airmen receive prior to deploying on an expeditionary operation to a specific region or country.
7. **Language:** A means of communicating through conventionalized symbols, sounds, gestures or marks that have meanings in a particular cultural context.
8. **Language Professionals.** Cadre of career language professionals (Officer and Enlisted) with demonstrated and sustained language skills, intrinsic to the Air Force specialty. For example, the development plan for enlisted cryptologic linguists is represented in Figure A2-1, below.

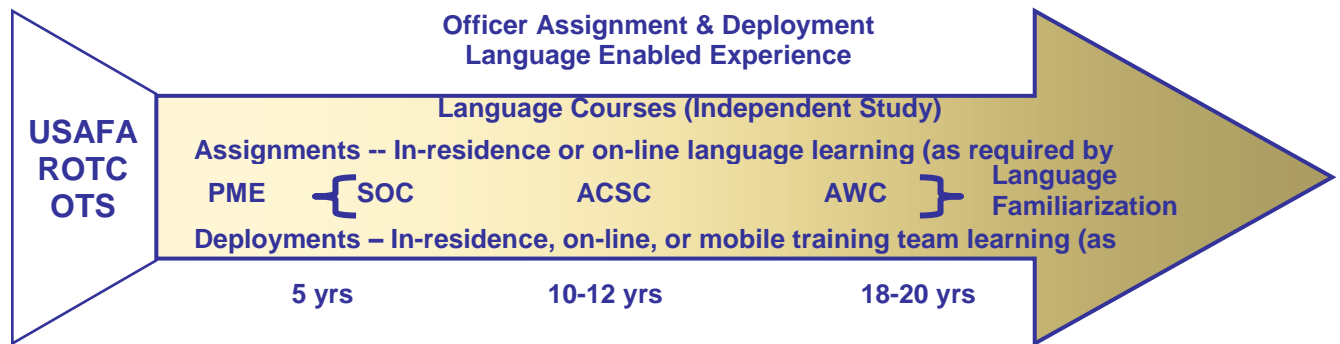


**Figure A2-1. Language Professional: Enlisted Cryptologic Language Analyst Development (notional)**

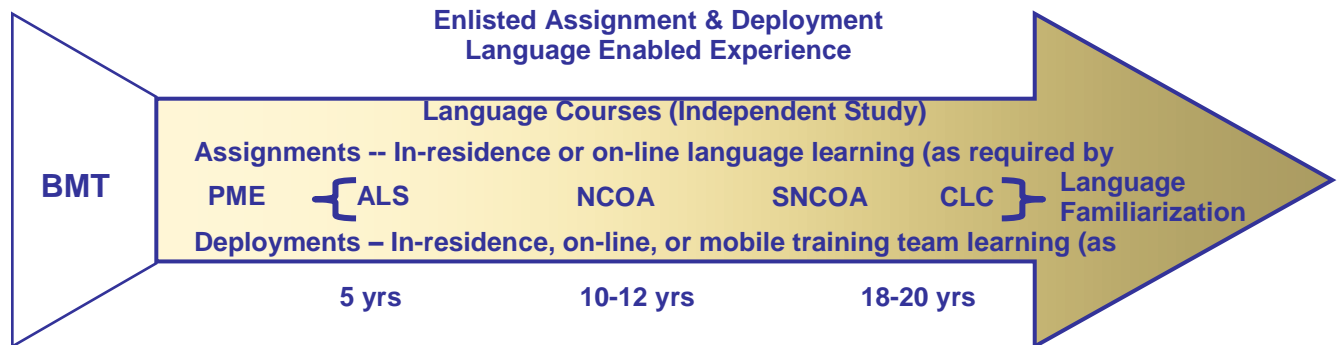
9. **Language Enabled.** Total Force Airmen with appropriate and timely language ability

## APPENDIX 2: DEFINITIONS

development to meet tactical mission requirements. Figure A2-2 & A2-3 are representative of the experiences Airmen may expect.



**Figure A2-2. Language Enabled Officer Development (notional)**



**Figure A2-3. Language Enabled Enlisted Development (notional)**

- 10. Region:** Particular places or parts of the world, to include state-level phenomena, geographic areas (e.g., Western Hemisphere, Latin America, or South America) and international organizations.
- 11. Professional development:** The product of a learning continuum that comprises training, experience, education and self-improvement.
- 12. Training:** A set of events or activities presented in a structured or planned manner through one or more media for the attainment and retention of skills, knowledge and attitudes required to meet job performance requirements. This involves the coaching and mentoring of Airmen, resulting in proficiency development. (AFPD 36-26)

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